**English Medium Term Planning - Year 3 Autumn Term**

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| **Text** | **Objectives** | **Genres** | **Time** |
| The Flood | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To retrieve and record information from non-fiction.  •To increase familiarity with a wide range of books and retell some of these orally.  •To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  •To draft and write narratives.  • To compose and rehearse sentences orally.  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  • To prepare poems and playscripts to read aloud and to perform.  •To identify themes and conventions in a wide range of books.  •To ask questions to improve their understanding of a text.  •To recognise some different forms of poetry.  • To write effective sentences beginning to use alliteration, onomatopoeia, metaphors, similes, personification, repetition and rhyme.  •To use repetition in the form of poetry.  • To choose nouns or pronouns appropriately to avoid repetition.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To proofread for spelling and punctuation errors.  • To increase the legibility, consistency and quality of their handwriting.  • To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  • To read aloud their writing, using appropriate intonation so the meaning is clear. | Narrative – Picture book | 4 weeks |
| George’s Marvellous Medicine | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To retrieve and record information from non-fiction.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To draw inferences and justify them with evidence, predicting what might happen from details stated and implied.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  •To draft and write narratives.  • To compose and rehearse sentences orally.  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  • To prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.  •To ask questions to improve their understanding of a text.  •To indicate grammatical and other features by using and punctuating direct speech.  •To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.  •To recognise some different forms of poetry.  • To use dictionaries to check the meaning of words that they have read using the first two or three letters of a word to check its spelling.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To proofread for spelling and punctuation errors.  • To increase the legibility, consistency and quality of their handwriting.  • To discuss writing similar to that which they are planning to write.  • To read aloud their writing, using appropriate intonation so the meaning is clear.  • To spell further homophones.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Narrative – | 4 weeks |
| Chester Zoo | •To increase familiarity with a wide range of books and retell some of these orally.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  •To draft and write non-narrative material, using simple organisational devices.  • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2).  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  •To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To choose nouns or pronouns appropriately to avoid repetition.  • To assess the effectiveness of their own and others’ writing and suggest changes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To propose changes to grammar and vocabulary to improve consistency.  • To proofread for spelling and punctuation errors.  • To understand how to use further prefixes and suffixes (see Appendix 1).  • To increase the legibility, consistency and quality of their handwriting.  • To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.  • To discuss writing similar to that which they are planning to write.  •To use a wider range of conjunctions and include more clauses in a sentence.  • To spell further homophones. | Non-fiction- Recount | 1 week |
| iRobot Cat | •To listen to and discuss a wide range of fiction and non-fiction texts.  •To retrieve and record information from non-fiction.  •To increase familiarity with a wide range of books and retell some of these orally.  •To read further exception words.  •To discuss words and phrases that capture the reader’s interest and imagination.  •To write sentences dictated to them that include taught words and punctuation.  •To spell words that are often misspelled.  • To use alliteration to add description.  •To draft and write non-narrative material, using simple organisational devices.  • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2).  • To use conjunctions, adverbs and prepositions to express time and cause.  •To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  •To identify main ideas drawn from more than one paragraph and summarise them.  •To identify themes and conventions in a wide range of books.  •To ask questions to improve their understanding of a text.  •To indicate grammatical and other features by using and punctuating direct speech.  • To use dictionaries to check the meaning of words that they have read.  • To check that they understand the text and explaining the meaning in context.  • To discuss the texts that they read and listen to, taking turns to share thoughts.  • To use the first two or three letters of a word to check its spelling in a dictionary.  • To choose nouns or pronouns appropriately to avoid repetition.  • To read books structured in different ways and read for a range of purposes.  • To plan their writing by discussing and recording ideas.  • To organise paragraphs around a theme.  • To proofread for spelling and punctuation errors.  • To increase the legibility, consistency and quality of their handwriting.  • To identify how language, structure and presentation contribute to meaning.  • To spell further homophones.  • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. | Narrative – Information text | 4 weeks |